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ABSTRACT

This entry program is based on the following general purposes: (a) to help students formulate their professional decisions regarding grade level and/or subject area and to make tentative long-range plans on the basis of that decision; (b) to help students develop observational skills which enable them to analyze and evaluate teaching-learning situations; (c) to provide students with opportunities to plan, perform, and evaluate their own teaching-learning episodes; and (d) to provide an experimental base for the nurture of personal values for teaching and learning. The program is separated into three phases. Phase 1 is an orientation week of seminars to formulate decisions and plans for the participatory phase of the program (Phase 3). Included is a pretest and test on decision making. Phase 2 covers 2 to 3 weeks of observation at all levels of schools (elementary, junior high, and senior high) to develop students' observational skills and their own values for teaching. Included is a pretest and test on aspects of classroom teaching. Phase 3 involves 5 weeks of observation and participation at the desired level and/or subject to fulfill the following objectives: (a) to develop student abilities to identify behavioral objectives and teaching techniques; (b) to provide opportunities for planning, performing, and evaluating learning episodes to be performed on video tape; and (c) to continue evaluation of experiences in terms of personal values. (JCW)

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TEACHER CORPS
RESOURCE CENTER
ITEM NO 426
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# ENTRY PROGRAM

Ed. 390 - Revised - August 1970 - K. Carroll

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Entry Program (Ed. 390) REVISED 3 cr. K. Carroll

Assumptions:

This program will be for one month.

The students will have no other course responsibilities.

The students will have had no previous formalized observation or participation.

The students will have had no previous courses in professional education.

General purposes of program:

To help the student to formulate his professional decision regarding grade level and/or subject area and to make tentative long-range plans on the basis of that decision.

To help the student develop observation skills which enable him to analyze and evaluate teaching-learning situations.

To provide the student with opportunities to plan, perform and evaluate his own teaching-learning episode.

To provide an experiential base for the nurturance of personal values for teaching and learning.

PHASE I Orientation--one week of seminars.

General objective: to formulate decisions and plans for the participatory phase of this program (PHASE III)

Behavioral objectives:

1. Given the following terms, the student can write a definition of each: objective factors, subjective factors, hypothesis, data, assumption, criteria.
2. Given a hypothetical problem calling for a decision, the student can correctly fill out a form using the terms listed in 1.
3. Given his own personal data, the student will be able to interpret such data in terms of its objectivity and subjectivity.
4. Given his own personal data, the student can predict what his interests will be in the observation-participation experience.
5. Given his own personal data, the student can apply a decision-making process regarding the level and type of participatory experience he wishes.

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Modifications for individual student

Those passing pre-test on decision making, go on to final decision-making regarding participatory experience. If this is completed satisfactorily, they may read a book on teaching and write a report on that.

Those not passing pre-test will study definition list, take test on that, try test on decision-making with hypothetical problem #2. When this is passed, go on to final decision-making.

Media

Burton, Kimball, Wing, Education for Effective Thinking, Appleton, Century, Crofts, 1960

Presentations by instructor and participating administrators.

Prepared material:

1. Pre-test on decision-making
2. Definition list
3. Definition tests
4. Hypothetical Problem #2 (decision-making)
5. Final decision form
6. Book report form

Current books on education. See list at end

Strategies

Introductory seminar: discussion of purposes and procedures; administration of Pre-test

Individual work with those failing Pre-test. Others work by themselves.

Second seminar: presentation by participating administrators of conditions and on-going experiments in their schools; administration of Final decision form.

Individual conferences about final decisions

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Pre-test on Decision-making

Name_____ Date_____

Directions: Read the following hypothetical problem and answer questions at end.

Problem:

David's family were able to finance his freshman year but can only pay his tuition for the rest of his college education. David needs to decide whether to borrow money to pay for his board and room as well as other expenses or to work while he is attending college. David finds this hard to decide because he enjoys the shows, dances and other activities that are offered outside of classroom instruction. He feels that these are important parts of his college education. But he worries about getting into debt because he thinks it will limit him after graduation and he was brought up to avoid debt. David has a 2.5 g.p.a. and fairly good study habits. Some of his professors say that he has more capacity than he uses and should spend more time studying. David studies about the same amount in all his studies except he likes to do extra reading for literature courses. He also likes to write and would like a chance to write for the college newspaper. If he takes out-of-school work, he won't have time for that. He doesn't think that an outside job would lower his g.p.a. because he feels that he works harder and better when the pressure is on. When he took a job during his senior year in high, his g.p.a. went up. However, the kind of job he can get now would be monotonous, like manning a gas-pump. He wonders if it is worth the money when he doesn't learn anything particularly interesting at that kind of job. He guesses maybe he'll work part-time and take on a small debt. Or maybe he'll work summers and have the rest of the year free for his education.

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(continued)

Pre-test cont'd

Questions:

1. Write the objective factors in David's problem:

2. Write the subjective factors:

3. Write the assumptions which David has made:

4. What further data might David get before making his decision?

5. What hypothesis might David test?

6. What criteria should David construct as a basis for his decision?

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Definitions:

Objective factors -- expresses ingredients of reality external to the person and verifiable in that external world. Ex.: The school system is divided into districts.

subjective factors - expresses ingredients of reality internal to the person; his feelings and his thoughts. Ex.: I wouldn't feel like teaching Grade One.

hypothesis - suggested answer to a problem; an educated guess based on the data out of which the problem arose. Ex.: Given his interest and ability in team sports, John had best take a lot of physical education courses. If John specializes in physical education, he will be happy and successful.

data - something given or admitted as a fact. Ex.: Mary can type 40 words a minute.

assumption - anything treated as true without examination. Ex.: The teacher will correct the tests.

criteria - the reasons for an opinion, judgment or decision. Ex.: The text was selected on the basis of its readability and interest. The reasons for showing that educational film were: 1, its applicability to the unit; 2, its high quota of thrills; 3, its availability.

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Definitions Test

Name _____ Date _____

Directions: Identify the following by writing the most appropriate term (see list below) in the blank space.

_____ 1. He feels that he works best in the morning.

_____ 2. The temperature is $70^{\circ}$.

_____ 3. If he wishes to get a raise, then he will learn this new skill.

_____ 4. Mr. Brown hired him because his record showed him to be honest, industrious and efficient.

_____ 5. His wife believes his laziness cost him his promotion.

_____ 6. He is in Grade 8.

_____ 7. He digs rock music.

_____ 8. His plans for grouping his pupils were handicapped by lack of space.

_____ 9. He got A in math his freshman year.

_____ 10. The teachers voted to strike because of inflation, overcrowded classrooms, and administrative tyranny.

Directions: Write an example for each of the following:

1. objective factor

2. subjective factor

3. hypothesis

4. data

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5. assumption

6. criteria

OBJECTIVE FACTORS

Reread definition

Problem: the selection of a new English text.

Directions: Circle the letters preceding the objective factors:

A. money available
B. teachers' dislike for large books
C. some pupils like English
D. curriculum requirements which are strictly enforced
E. reading test scores of pupils

Choose one of the following and list 3 objective factors relevant to it.

1. selecting the quarter when you do student teaching
2. judging the competency of an instructor
3. choosing the place where you would apply for a teaching position
4. deciding whether a school administrator is enforcing the rules
5. selecting a major field of study

The number of your choice: _____

Objective factors relevant to your choice:

1.

2.

3.

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SUBJECTIVE FACTORS

Reread definition

Problem: the selection of a kindergarten teacher

Directions: Circle the letters preceding the subjective factors:

A. size of the kindergarten class
B. older teachers' dislike of mini skirts
C. candidates' g.p.a.'s
D. candidates' ages
E. preference for young teachers

Choose one of the following and list 3 subjective factors relevant to it.

1. whether to pursue an A.M. or an Ed.M.
2. choice of a new picture for your classroom
3. whether or not to teach in your hometown
4. small schools versus large schools as places to teach
5. when to set up an appointment with the parent of a problem pupil

The number of your choice: _____

Subjective factors relevant to your choice:

1.

2.

3.

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ASSUMPTIONS

Reread definition

Directions: Circle letters before statements which are most probably assumptions.

A. In the elementary school, girls usually have higher marks than boys.

B. Girls are more sensitive than boys.

C. Teachers are honest.

D. Education students have lower I.Q.'s than medical students.

E. Elementary pupils love their teachers; secondary pupils don't.

Choose 1 of the following and list 3 assumptions basic to it.

1. merit rating of teachers
2. non-graded schools
3. individualized learning
4. honors courses
5. educational television

The number of your choice: _____

Assumptions basic to your choice:

1.

2.

3.

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DATA

Reread definition.

Directions: Circle letters of statements which can be used as data.

A. For the last 5 years, he has stayed at the same hotel.

B. He appreciates nature.

C. Mary is absent 3 days out of 5.

D. John loves to read.

E. His g.p.a. is 3.6.

Choose 1 of the following and list 3 bits of data relevant to it.

1. The grade placement of a new student in an elementary school.
2. The assignment of a teacher in a senior high school.
3. The selection of a plan for a new elementary school building.
4. The organization of a junior high (middle school) gymnasium.
5. The arrangements for a 5th grade Christmas party.

The number of your choice: _____

Data relevant to your choice:

1.

2.

3.

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HYPOTHESIS

Reread definition.

Directions: Complete the following so that each is a viable hypothesis.

A. If a teacher takes a summer course on the Inquiry Method, then _____
_____

B. If the principal calls each teacher by his first name, then _____
_____

C. If the pupils select their own projects, then _____
_____

D. If _____, then
he will flunk out of college.

E. If _____, then
he will have his hair cut.

Choose 1 for which to write an hypothesis.

1. New rules for eligibility for the football squad.
2. An orderly classroom.
3. Pupils' nutritional level.
4. Pupils' interest in Shakespeare.
5. Pupils' ability to conduct their own experiments in biology.

The number of your choice: _____

The hypothesis for your choice: _____

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CRITERIA

Reread definition.

Problem: Choosing a play for Grade 6 to perform before the entire school.

Directions: Circle the letters of the items which could be used as part of a criteria.

A. plays previously offered
B. known interests and abilities of the Grade 6 pupils
C. number of pupils in the Grade 6
D. the pupils' liking for plays of any type
E. the size of the stage

Choose 1 of the following and list 3 items of a criteria for it.

1. the selection of a movie for an 8th grade unit on Environment
2. the grade in English for a 9th grade pupil
3. the selection of reading books for retarded readers in Grade 3
4. ways to convince the principal that you need tables in your classroom
5. how much freedom to allow during an 8th grade girls' gym class

The number of your choice: _____

Items of a criteria usable for your choice:

1.

2.

3.

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Test on Decision-making: Hypothetical Problem #2

Name _____ Date _____

Directions: Read the following hypothetical problem and answer questions at the end.

Problem:

Mr. X., a teacher who is also a member of the AFT, has been given notice of his dismissal (his contract will not be renewed). He has asked for a hearing and is circulating a petition for teachers to sign saying that the grounds for his dismissal (incompetent teaching) are unfair. Mr. Y., a teacher in the same high school department, is asked to sign this petition and does not know whether he should or not. Mr. Y. has worked with Mr. X. for 2 years. Mr. X.'s pupils have come to his class which succeeds that of Mr. X. Mr. Y. has discovered that Mr. X.'s pupils show no evidence of learning anything in Mr. X.'s class and these pupils say that they did not go to Mr. X.'s class except when they felt like it; Mr. X. required no written work or tests; in his class "they just talked about what they wanted to." Mr. Y. has talked with Mr. X. and agrees with him that much that is required is "crap"; that the school has burdensome rules and regulations. Mr. Y. agrees with Mr. X.'s concern for student involvement and interest but Mr. Y. thinks a teacher has a responsibility to teach some of the subject-matter of his course at least. Mr. Y. also resents Mr. X.'s lack of consideration of him when Mr. X. assumes that Mr. Y. is always available for free taxi service when Mr. X. does not have his car (often). Mr. Y. is also aware that Mr. X. is consistently disagreeable to other school personnel such as clerks, secretaries, etc. Mr. Y. knows that Mr. X. is very kind to a few of his students; that Mr. X. is well-read and intelligent. But he continues to meet Mr. X.'s pupils hanging around the halls when they should be in Mr. X.'s class. Should Mr. Y. sign the petition?

Questions:

1. What are two objective factors?

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Test on Decision-making (continued)

2. What are 2 subjective factors?

3. What are 2 of Mr. Y.'s assumptions?

4. What is 1 hypothesis Mr. Y could make?

5. What further data should Mr. Y try to get before reaching his decision?

6. On what criteria should Mr. Y base his decision?

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Final Decision Form

Name_____ Date _____

The Problem: At what level and/or in what subject(s) should I concentrate for the 6-week observation-participation period?

Subjective factors for me to consider are:

Objective factors for me to consider are:

Hypothesis that I can make:

Data which would help me:

Assumptions I am making:

Criteria on which to base my decision:

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Book Report Form:

Name _____ Date _____

Author _____ Title _____

Publisher _____ Year of publication _____

The main ideas that the author stressed were:

In terms of my values and experience in education, I reacted to the book this way:

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PHASE II Exploratory -- 2-3 weeks -- Students will observe at all levels: Elementary, junior-high (middle school), senior-high.

General objective: to develop student's observational skills and his own values for teaching

Behavioral objectives:

1. Given printed examples of aspects of classroom teaching, the student will be able to correctly identify and give an example for each aspect. The aspects: behavioral objective, motivation, content or subject-matter, teaching-learning activity, teaching-learning material, evaluation.
2. Given a video tape of a lesson, the student will be able to correctly identify above aspects or note absence of same.
3. Given a classroom observation, the student will correctly identify these aspects or note their absence.
4. Given the Personal Form, the student will be able to write his own values for teaching, evaluate his observation experience in terms of his own values.
5. (Optional) Given a book which deals specifically with classroom teaching, the student will be able to summarize its contribution in terms of these aspects and to write his personal value reaction to that contribution.

Modifications:

Those getting 100% in pre-test, go to video tape, classroom reporting, personal value write-up, book report (optional).

Those having difficulties on pre-test can work individually with Mager's book, Vimcet material and/or Improving Teaching by Amidon and Hunter.

Those having difficulties with 2,3,4, above, work in partners to help each other and are given help by instructor as they view more video tapes and classroom lessons.

Conferences with the instructor can be used to help with Personal Value Form.

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Media

I. Pre-test on aspects of classroom teaching
II. Definitions list
III. Vimcet material
IV. Mager's two books: Preparing Instructional Objectives, Developing Attitudes toward Learning (about 5 copies of each)
V. Amidon and Hunter, Improving Teaching
VI. Video tapes of lessons
VII. Lesson observation forms
VIII. Classroom observations
IX. Book report form
X. Optional books like: Schools without Failure, Pygmalion, 36 Children

Strategies

Seminars to freely discuss observation experiences

One or more presentations by teachers and student teachers who discuss teaching as it is planned, performed and evaluated by themselves.

Individual conferences with instructor

Video tape presentations

Required assignments: video-tape report, classroom observation report, personal value form

Optional assignment: book report

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Pre-test on Aspects of Classroom Teaching

Name _____ Date _____

Directions: Read the sentences and identify which aspect of classroom teaching it best exemplifies by placing the corresponding letter in front of it.

Aspects:

A. Content or subject-matter
B. Motivation
C. Teaching-learning activity
D. Teaching-learning material
E. Evaluation
F. Behavioral objective

Sentences:

_____1. The row which is quiet first will be dismissed first.

_____2. Columbus discovered America in 1492.

_____3. The pupils practiced making 5's.

_____4. There were physical and political maps of the U.S. in the room.

_____5. Groups discussed aspects of the problem.

_____6. Given 10 algebraic equations, each pupil will be able to solve correctly 7 of the 10 in 45 minutes.

_____7. At the end of the unit, the pupils were given a true-false test on the factual material.

_____8. On the final exam, the objective part counted 60%; the essay part counted 40%.

_____9. The pupils practiced for 10 minutes locating the pressure points.

Directions: Write one example of each item (A-E) under Aspects:

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Definitions:

content or subject-matter: academic substance or skill to be learned

motivation: the engendering of purposive behavior

teaching-learning activity: an active process of learning which is both cause and effect of teaching

teaching-learning material: media used to expedite teaching-learning activity

behavioral objective: a teaching or learning purpose expressed and/or exemplified in measurable or observable terms

evaluation: the process of ascertaining the amount or kind of desired learning which has taken place

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Test on Aspects of Classroom Teaching

Name: _____ Date: _____

Directions: Read each sentence and identify which aspect of classroom teaching it best exemplifies by placing the corresponding letter in front of it.

Aspects:

A. Content or subject-matter
B. Motivation
C. Teaching-learning activity
D. Teaching-learning material
E. Evaluation
F. Behavioral objective

Sentences:

_____ 1. On a scale of 100, each answer counted 20%.

_____ 2. Given a 5-page story to read silently, each pupil will be able to summarize orally its main idea in 1-3 sentences.

_____ 3. The average rainfall in Seattle is 34 inches a year.

_____ 4. The teacher sang the song to the class and then they sang it with her.

_____ 5. The songs were dittoed and passed out to the pupils.

_____ 6. The pupils painted illustrations of their story.

_____ 7. Even though they got no grade for it, the pupils studied hard to get high scores on the College Entrance Exam.

_____ 8. After World War I, the U. S. entered into a period of isolationism.

_____ 9. The football squad practiced kicking the ball for an hour.

_____ 10. The French Conversation tapes were used in the Language Laboratory.

Directions: Write one example of each item (A-F) under Aspects:

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Observation Form for Video and Classroom Lessons

Name _____ Date _____

Lesson topic _____ Grade and/or subject _____

Directions: Identify and briefly describe each aspect. If not identifiable, write: Not identifiable.

Behavioral objectives(s):

Motivation:

Content or subject-matter:

Teaching-learning activities:

Teaching-learning materials:

Evaluation:

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Personal Value Form

Name _____ Date _____

Number of lessons observed to date: _____

List 3 or more of your values for classroom teaching:

Appraise your observation experiences to date in terms of your values using this scheme:

Good - they encompassed 75% of my values above in more than half the lessons

Fair - they encompassed 75% of my values above 25% to 50% of the time

Poor - they encompassed less than 75% of my values above most of the time

Appraisal:

List examples of classroom teaching observed which exemplified your values:

List examples of classroom teaching which were opposed to your values:

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PHASE II Book Report Form

Name _____ Date _____

Author _____ Title _____

Publisher _____ Date of publication _____

I. What new insights or ideas did you gain about 1 or more of the aspects of teaching: content or subject-matter, motiviation, behavioral objectives, teaching-learning activities, teaching-learning materials, evaluation.

II. Have these insights or ideas affected your values for teaching?

If so, how? If not, why not?

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PHASE III Observation and participation at desired level and/or subject for 5 weeks

General Objectives:

1. To develop student's ability to identify behavioral objectives and teaching techniques;
2. to provide opportunity for the planning, performing, and evaluating of learning episodes to be performed on video tape and in the classroom;
3. to continue evaluation of experience in terms of personal values.

Behavioral objectives:

1. Given a Phase II approved lesson report, the student can correctly identify behavioral objectives and teaching techniques (or methodology.)
2. Given a video tape of a lesson, the student can correctly identify behavioral objectives and teaching techniques.
3. Given adequate teaching material, a student can plan a learning episode of about 10 minutes which states his behavioral objectives, teaching technique, teaching-learning activities, and materials, evaluation.
4. Given about 5-10 pupils of the appropriate age, the student can carry out the above plan before a T.V. camera.
5. Given an appropriate form, the student can evaluate his performance in 4 and revise his plans on the basis of that evaluation.
6. Given an appropriate small group in a classroom situation, the student can carry out his revised plan.
7. Given an appropriate form, the student can evaluate his own performance on video tape and in the classroom in terms of his own personal values.

Modifications:

Additional video-tape and classroom teaching experiences will be supplemented by conferences with the instructor as the situation suggests.

Optional assignment will be the opportunity to plan, carry out and evaluate a complete lesson of 15-50 minutes with the total classroom group in the classroom. This would be for those who have satisfactorily completed the work on the learning episodes.



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Media:

Phase II approved observation reports.

Kuethe's book, The Teaching-learning Process (5 copies)

Definitions list of teaching techniques.

T.V. equipment for video-taping

Forms for:
1. identifying behavioral objectives and techniques;
2. planning learning episode;
3. evaluating learning episode;
4. evaluating his teaching in relation to his values;
5. complete lesson plan.

Strategies:

Seminars for:
1. review of behavioral objectives;
2. presentation and discussion of techniques;
3. formulation of criteria for selection of technique;
4. review of decision-making method and its application to planning a teaching-learning episode;
5. audio-visual expert to present and discuss micro-teaching using video tapes;
6. discussion of problems involved in classroom work.

Individual conferences of instructor and student as needed.

Assignments:
1. using an approved observation report, identify behavioral objectives and teaching techniques;
2. using a video tape of a lesson, identify behavioral objectives, techniques, materials and evaluation;
3. plan a learning episode for the appropriate level and/or subject;
4. perform and evaluate learning episode on video tape; make revisions for repeat in classroom;
5. perform and evaluate revised learning episode in classroom;
6. evaluate performances in relation to personal values;
7. (optional) plan, perform and evaluate complete lesson of 15-50 minutes with total class.

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PRE-TEST

Directions: Here are 9 teaching techniques or methods:

| | |
|---|---|
| A. lecture | F. simulation |
| B. recitation | G. inquiry |
| C. Discussion | H. teaching game |
| D. demonstration | I. programmed instruction |
| E. project | |

In front of each item listed below, write the letter signifying the technique to which the item best refers.

_____ 1. Three pupils made a collage of people and events related to the Arab-Israeli conflict.

_____ 2. The teacher explained the nature and use of contracts.

_____ 3. "Two and one make three, two and two make four, two and three make five."

_____ 4. A home-run is made when a pupil gives 4 correct answers.

_____ 5. It says in the paper that a woman was bitten by a skunk. Since skunks use their sprays for defensive purposes, how come this woman was bitten?

_____ 6. The problem was: Should X country lower its tariff? Pupil #1 took the part of X's Prime Minister; Pupil #2 took the part of X's Minister of Agriculture; Pupil #3 took the part of X's Foreign Minister, etc. . . .

_____ 7. The teacher climbed the rope while the pupils watched.

_____ 8. John: "I don't think 18-year-olds should vote because they are not mature."
Jim: "But look at the mess the mature people have gotten us into!"

_____ 9. Leonardo da Vinci was a great painter, and

a. an inventor
b. a priest

If you selected "a." as the correct answer, go on to page 7.
If you selected "b." as the correct answer, go on to page 8.

_____ 10. The class had a spelling match.

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Definitions of techniques:

1. lecture: a formal discourse intended for instruction
2. recitation: the repetition from memory of instructional content
3. discussion: a series of two-way verbal interactions
4. demonstration: an acting out of a procedure or skill which the pupils will subsequently perform
5. project: one or more pupils work on a task preferably of their own choice which is related to the content and with relatively little direct interaction with the teacher
6. simulation: the realistic representation of a real problem and the active engagement of the pupils with that problem
7. inquiry: setting up a question or problem whose answer or solution is reached as a result of the inductive process
8. teaching games: a game set up to reinforce learning of a skill or content
9. programmed instruction: instruction carried on exclusively through textbooks and/or machines; which instruction is organized so that the pupil can check his own progress and work at his own rate.

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Directions: For each technique, write 1 - 3 assumptions about the nature of learning that an advocate of that technique would probably hold.

1. lecture

2. recitation

3. discussion

4. demonstration

5. project

6. simulation

7. inquiry

8. teaching game

9. programmed instruction

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Directions: Based on the assumptions you gave, write 1 possible hypothesis for each technique.

Example: If the students can recite by heart the Preamble to the Constitution, then they will understand our form of government.
(Recitation.)

1. lecture

2. recitation

3. discussion

4. demonstration

5. project

6. simulation

7. inquiry

8. teaching game

9. programmed instruction

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Directions: In order of importance, list your criteria for the selection of a teaching technique

Example: My criteria for the selection of a social studies text is:

1. Readability
2. Pupil interest
3. Content
4. Size
5. Cost

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Directions: Write a lesson plan in your field, using the following form:

Behavioral objective(s):

Content or subject-matter (simply name a topic):

Motivation:

Teaching technique(s):

Teaching-learning activities:

Teaching-learning materials:

Evaluation:

Your values which this plan expresses:

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I. Form for Identifying Behavioral Objectives and Techniques

Name_____ Date _____

Approved lesson report: Attach copy.

Behavioral objectives:

Technique(s) employed by teacher:

II. Form for I.B.O. and T.

Name_____ Date _____

Video tape:

Behavioral objectives:

Technique(s) employed by teacher:

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III. Learning Episode Plan

Name_____ Date _____

Behavioral objectives:

Technique(s):

Teaching-learning activities:

Teaching-learning material:

Evaluation:

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IV. Evaluation of Learning Episode

Name:_____ Date _____

1. Were the behavioral objectives reached? (Circle one) Yes No Partly

2. If Yes or No, how do you know?

3. If partly, which parts?

How do you know?

4. What improvements can you suggest regarding: behavioral objectives, technique(s), teaching-learning activities and materials, evaluation?

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V. Personal Value Evaluation for Teaching of Episode

Name_____ Date _____

What are your personal values for teaching?

Did you realize your personal values? (Circle one)

Completely Partially Not at all

On what basis do you say the above?

Could you have done anything to more fully realize your values?

What changes in the situation (if any) would have made it more possible for you to realize your values?

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VI. Complete Lesson Plan

Name_____ Date _____

Content_____Grade Level_____

Behavioral Objectives:

Motivation:

Technique(s):

Teaching-learning activities:

Evaluation:

Teaching-learning materials:

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PHASE IV Summary and Integration -- 1 week

General Objective: to synthesize the quarter's experience in the form of a plan for future work in professional education.

Behavioral objectives:

Given a suitable form, the student can write his present educational goals regarding grade level and/or subject(s); the effect experience has had on this decision; a delineation of the ways to reach these goals in terms of courses and teaching experience.

Optional: Given a current book on education, the student can summarize its main thought and synthesize his reaction to that thought in terms of his personal values, his observational and participatory experience.

Modifications:

Individual conferences with instructor as needed.

Optional reading for those completing all assignments.

Media:

Western catalogues and any other material pertinent to plan.

Future plan form.

Reading report form.

Strategies:

Seminar to review decision-making process; present necessary information about certification.

Individual conferences.

Assignment: Using Future Plan Form, outline your decision about desired grade level and/or subject(s); relationship of this quarter's experience to that decision; future courses and teaching experience you judge to be necessary or desirable to carry out your decision.

Optional: Read a current book on education and report on it using form provided.

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Future Plan Form

Name _____ Date _____

I. What grade level(s) and/or subject(s) have you chosen for your education specialization?

Grade level(s) _____ _____ Subject(s) _____ _____

II. Does this choice represent a duplication, a modification or a change of the decision you made at the beginning of this quarter?

III. What do you consider that you need to carry out the above decision in terms of academic courses?

teaching experience?

professional education courses?

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IV. What criteria did you use in stating the above?

Reading Report Form IV

Name _____ Date _____

Author _____ Title _____

Publisher _____ Date of Publication _____

I. What was the significant thought of the writer(s)?

II. How did you react to this thought in terms of your values?

III. How did you react to this thought in terms of your observation and participation experience this quarter?

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IV. How do you think a teacher would react to this thought?

Tentative Book List

Amidon and Hunter, Improving Teaching, Holt, Rinehart and Winston, 1967

Ashton-Warner, Sylvia, Spinster, Teacher

Broudy, Harry, Exemplars of Teaching Method Rand, McNally, 1965

Burton, Kimball, Wing Education for Effective Thinking Appleton, Century 1960

Friedenburg, Edgar Z., The Vanishing Adolescent Beacon Press 1964

Glasser, William Schools Without Failure Harper and Row 1969

Holt, John How Children Learn, Pitman Publishing Corporation 1968

Kaufman, Bel Up the Down Staircase Prentice Hall 1964

Kozol, Jonathan, Death at an Early Age

Kuethe, James The Teaching-Learning Process Scott, Foresman, 1968

Leonard, George B., Education and Ecstasy, Delacorte Press 1968

Mager, Robert, Preparing Instructional Objectives, Developing Attitudes towards Learning

Postman and Weingartner, Teaching as a Subversive Activity Delacorte Press, 1969

Raths, Louis, Teaching for Learning; with Wasserman & Jones, Teaching for Thinking

Rogers, Carl, Freedom to Learn, Charles E. Merrill Co. 1969

Rosenthal & Jacobson, Pygmalion in the Classroom Holt, Rinehart, Winston, 1968

Searles, John E. A System for Education, International Textbook Co. 1967

Yamamoto, Kaoru Teaching; Essays & Readings.

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